



THE UNIVERSITY OF WINNIPEG

Canada and Inclusive Education

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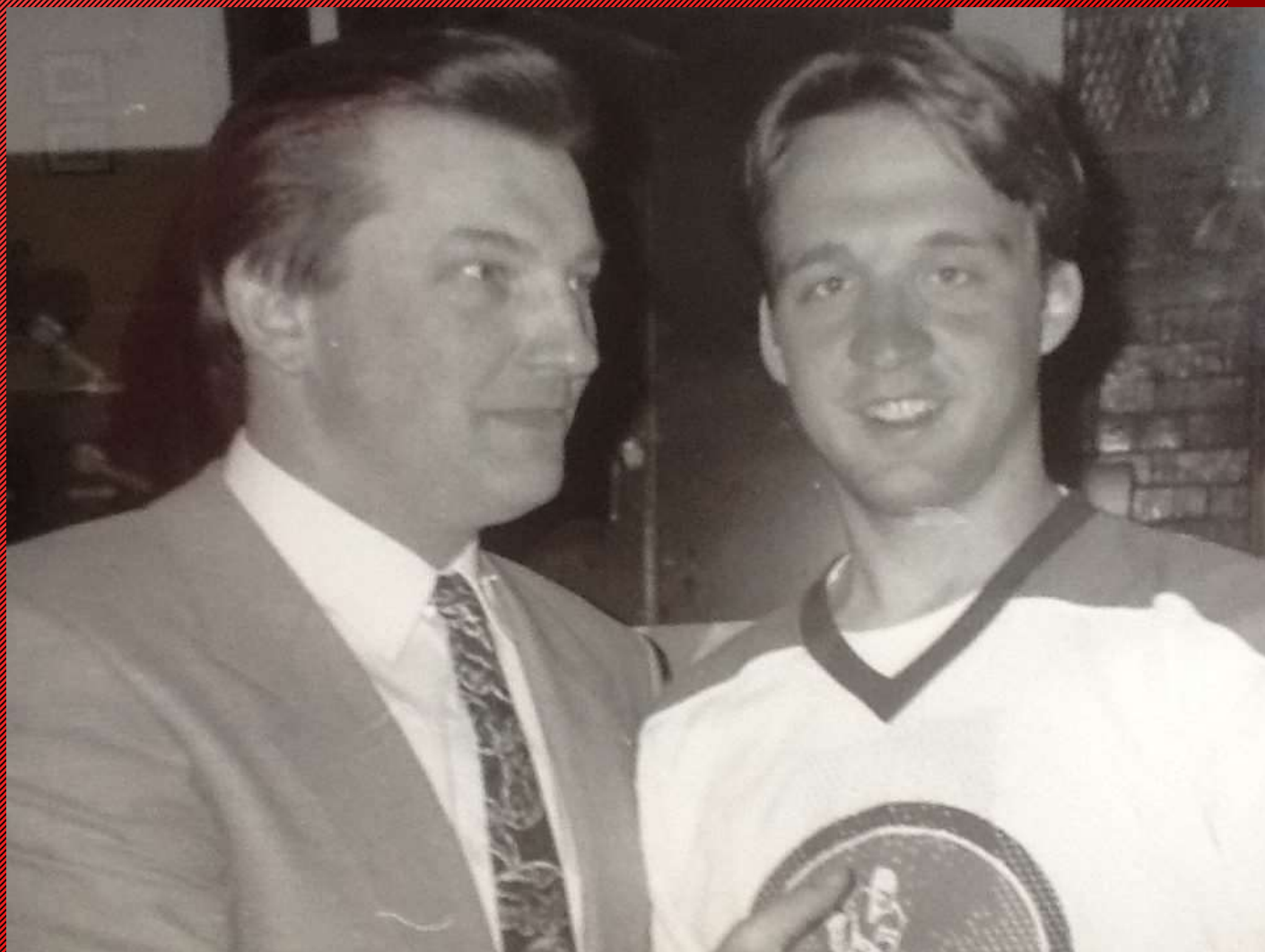
Ken Reimer - Biography

- 25 year career in Canada's public school system.
- Mainstream, special education, and resource teacher, guidance counsellor and school administrator in five different schools in two different school divisions.
- Currently employed as an Assistant Professor in the Faculty of Education at the University of Winnipeg.
- PhD in Education (Inclusive Special Education co-hort) from the University of Manitoba (2014)
- Past President of the Manitoba Council for Exceptional Children



Where is Winnipeg?







Manitoba

Manitoba Education, Citizenship,
and Youth (2006) states support for
an inclusive policy of education



Manitoba Inclusion Philosophy

“Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people. Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship...Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, (and) be accepted (pp.1-4).”



Influential Social Theories in Canada

- ▶ Wolfensberger's (1972, 2004) normalization and social role valorization.
- ▶ Erikson's (1963), psychosocial development.
- ▶ Vygotsky's (1978) zone of proximal development.
- ▶ Gardner's (1983) multiple intelligences.
- ▶ Differentiated instruction (Hall, Strangman, and Meyer, 2007).

Underlying these central concepts to education is the theory of social construction and equity.



CANADIAN EDUCATION: From Special to Inclusive Education “A Philosophical Shift”

From:

**Cascade Model - Bringing students to
segregated services**

To:

**Response To Intervention (RTI) Model -
Bringing services to integrated students**



Where we Started

- Cascade Model - Bringing students to segregated services
 - institutions
 - special schools
 - special programs
 - special classes
 - pull-out to resource room
 - pull-aside in regular classroom
 - adapted program in regular classroom



Where we Started

- Cascade Model Assumptions
 - “impairment” assessments guide placement
 - provisions are “categorical”
 - special students... in special programs... taught by special teachers... with special training... using a special curriculum... and special materials
 - students will “cascade” from most restrictive placement to least restrictive placement
 - “special” education will be better



What went wrong

➤ Cascade Model Problems

- “impairment” assessments did not guide instruction
- “categorical” provisions focused on safety, care, therapy, crafts... not education
- segregation lead to devaluation, low expectations
- teachers became isolated from professional peers
- students “cascaded” in the wrong direction...from least to most restrictive placements
- “special” education outcomes were low in all areas: social integration, employment, education level, independent living, access to “good things in life”

Cascade Model - Bringing students to segregated services



Special Education Cascade

Least Restrictive Environment

Basic Classroom

Basic Classroom with Consultative Assistance

Basic Classroom plus Resource Room Help

Basic Classroom plus Part-Time Special Class

Full-Time Special Class

Full-Time Special School

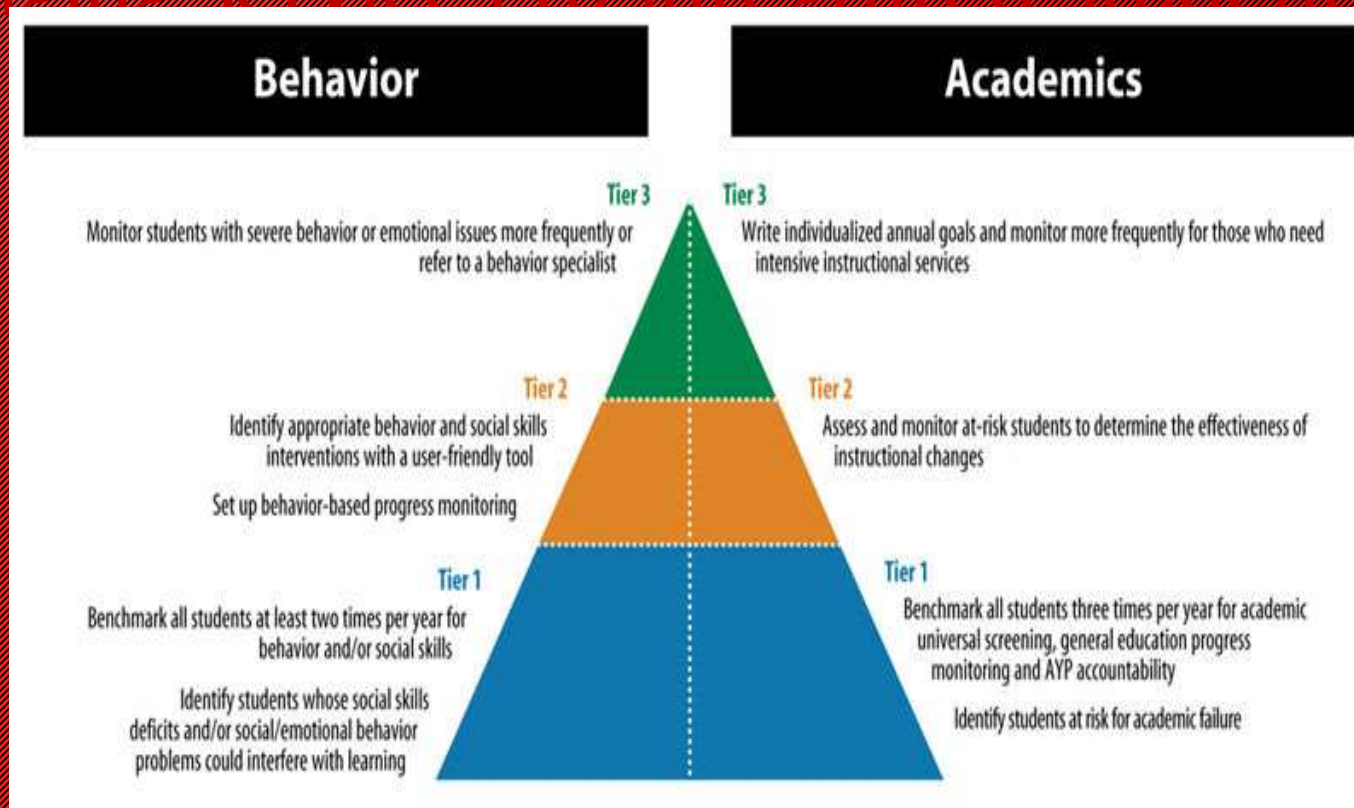
Full-Time Residential School

Most Restrictive Environment



What Changed Response to Intervention (RTI) Model:

Bringing services to integrated students





What Changed

- Response to Intervention (RTI) Model - Bringing services to integrated students
 - all students included in regular classroom
 - in neighborhood school
 - with age-mates
 - engaged physically in all school environments
 - engaged socially with peers in and out of school
 - engaged in the academic work of the classroom



What Changed

- RTI Model Assumptions
 - Disability redefined...
 - no longer synonymous with impairment
 - biological and environmental factors considered
 - quality of supports, removal of barriers, inclusive instruction, technology and therapy can reduce/eliminate disability
 - seen as “limits to belonging, participation, achievement”
 - students with impairments may not be disabled by them
 - students without impairments may be disabled by other factors



What Changed

- RTI Model Assumptions
 - shift away from “impairment” assessments to guide placement decisions
 - shift to educational assessments to guide instruction
 - assessments and provisions are more holistic (physical, emotional, social, behavioral, academic)
 - assessments include environmental factors (quality of... supports, inclusive instruction, technology, therapy, removal of barriers, etc.)



What Changed

- RTI Model Assumptions
 - Collaborative service delivery
 - new role for administrators
 - new role for clinicians
 - new role for Resource Teachers
 - new role for Educational Assistants
 - strengthening inclusive pre-service and in-service professional development for teachers



What Changed

- RTI Model Assumptions
 - Collaborative service delivery
 - introduction of co-teaching
 - organization of in-school support services team
 - introduction of peer supports
 - introduction of professional learning communities
 - development of school-community partnerships
 - strengthening home-school partnership



Response to Intervention

- Service delivery model (RTI):
 - Tier 1 - universal (Universal Design), ubiquitous provisions
 - Tier 2 - pro-inclusion practices available to all, used by some
 - Tier 3 - intensive pro-inclusion practices available to all, used by a few



What Changed

➤ RTI Model Assumptions

- Tier 1 services: Universal Design for Learning (UDL)
 - “inclusive” provisions available for all students
 - social/emotional learning supports
 - academic learning supports
 - positive behavior supports
 - Resource Teacher - Classroom Teacher collaboration
 - Educational Assistant assigned to Classroom Teacher to support an inclusive classroom for all students



What Changed

- RTI Model Assumptions
 - Tier 2 services: Differentiated Instruction (DI)
 - “inclusive” provisions available for all students
 - instructional objectives: same or equivalent
 - instructional methods and supports: differentiated
 - instructional outcomes and standards: same or equivalent
 - if instructional objectives, outcomes or standards change
 - IEP (individual education plan) required



What Changed

➤ RTI Model Assumptions

➤ Tier 3 services: Intensive Individualized Supports

- IEP (Type 1) - exceptional supports to access the curriculum
- IEP (Type 2) - exceptional supports replace the curriculum
- requires student and family input
- long term, holistic planning required
- “transition” planning required
- inclusive valued social roles and participation emphasized



Problems in the Change Process

- societal devaluation of people with impairments
- attitudinal barriers - underestimation of potential
- professional role confusion
- inconsistent leadership
- resistance to change
- belief in a “golden age”
- lack of ownership by classroom teachers
- over-ownership by “special” educators and Educational Assistants



How Change Progressed

- inclusion is a “work-in-progress”
- international agreements
- constitutional reform in Canada
- parent advocacy
- self-advocacy of people with disabilities
- professional advocacy
- university research
- educational policy development

Inclusive Education

- ▶ WHAT ARE YOU MOST PROUD OF REGARDING INCLUSIVE EDUCATION IN THE UNITED KINGDOM?
- ▶ WHAT ARE THE CHALLENGES IN INCLUSIVE EDUCATION THAT YOU FACE NOW?



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Thanks for listening!

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